

# REPORT Artmile International Collaborative Learning 2019

Country/Region [ USA ]


School [ Marlboro High School ] Teacher [ Barbara Casella ] Grade ( 9-12 ) Members ( 10 )

JP school [ Tokyo Joshi Gakuen ] Teacher [ Hiroko Yoshida ]

## # Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Art	Goal 10: Reduced Inequalities	100

## # Theme and Message of the mural

Theme	To reduce inequalities around the world
Message United thoughts to share with the world	Students chose many icons such as the statue of Liberty reaching out to the world and accepting everyone. The people behind the statue are the diversity of people the statue is protecting. The leaves represent all the immigrants and people that are the diverse population of Americans. The leaves represent how we are all interconnected and responsible for one another as a world.
	

## # Effects and Problems

Effects your students have gained	Points for further improvement
Our students have learned that they are part of the bigger picture in the world. They realize that they can make a difference by demonstrating equality in how they treat others. They are pro-active in making sure to understand the gov't and people in how they are treated. Collaborating with Tokyo school made them understand how similar we are as a people and that together we can all make a difference.	We have no complaints. We enjoyed the experience very much and we hope to participate in the future.

## # How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
We come from a diverse community in Marlboro with many first generation immigrants from all over the world. I feel that many students enjoyed the communicating and working as a team with a global school and not just within their own school wall. Our students are more aware of global issues.	We enjoyed the process. Learning about a new culture and co-teaching with one another across the globe. We recognize that it would have been easier to video chat live but we both communicated through the forum. We will want to do the mural project in the future again.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
MEET Self-introduction	May Jun.	We introduced ourselves. Talked about who we are.	Our students enjoyed this part because they were able to talk about themselves to the other students.	ART
SHARE Research on the theme	Sep.	The students did their research over the summer and presented their research.	Our student were excited to present the information they had researched.	ART
UNITE Message of united thoughts	Oct. Nov.	We worked with our ideas, Shared our ideas with pictures and sketches of the mural.	This was the fun part. Students enjoyed sharing these ideas and drawings.	ART
CREATE Mural painting	Nov.- Feb.	The Tokyo school started the painting and sketching their side after we approved the sketches together. We received the mural and finished our side of the mural. We had some challenges because Japan did a pixel design that we had to try to connect our side of the mural to their design.	The students were waiting for the mural to finish from Japan. When they received it, we had to connect both sides of the mural. Japan had a pixel design and we had to figure how we could connect our design to their side since we were keeping ours more realistic. We connected some pixels to our side.	ART
APPRECIATE Reflection/ Appreciation	Feb.	We had the local News station, local radio station and the local newspaper write a story about the mural.	Our students were so excited about sharing the final mural design here in the USA.	ART

### # Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes / points teachers felt the effects
Understanding your own cultures	5	We found this effective in our collaboration. Marlboro is a school of first generation Americans which made recognizing cultures diversity as very American.
Understanding your partner's cultures	5	We found that they shared a lot of information with us. We enjoyed watching the cultural exchange of art and ideas. Although far away, our interactions felt very personal as speaking with friends.
Information literacy (research, share)	5	We had no problem with the information shared and enjoyed the interaction on the forum. The details in correspondence was appreciated in English. In fact, some of our students are interested in learning Japanese.

<p>Communication ability (interactive exchange)</p>	<p>5</p>	<p>Would have been better to skype but the time difference was not easy with student schedules. However, We communicated really well minus the live visual of a skype. 3–4 times a week in communication helped. Posts were constant to keep everyone updated.</p>
<p>Critical thinking (objective, logical views)</p>	<p>5</p>	<p>Student research helped and the interaction with both schools students helped to personalize the thought process. Ideas were shared and narrowed down by constant interaction and visual posts to keep the student collaboration current. This particular topic about inequalities was a topic that helped students to really grasp the concept of why they are collaborating and creating a mural together.</p>
<p>Active learning and action</p>	<p>5</p>	<p>All students contributed and were actively engaged in active learning and understood the importance of working as a team. The leaders in the group came to the forefront and team members were positioned where they were strongest. Some students loved the research and writing of the topic. Others liked the sketching part and designing. Others enjoyed the narrowing of the topics to include. It was amazing to see students operate as a team would in a corporate setting at work. Students understood the concept and importance of meeting deadlines on an international scale.</p>
<p>Collaboration (in the class, with partners)</p>	<p>5</p>	<p>Collaboration was at best through the forum and the students worked well with one another. Students collaborated with their team of students. Ideas flowed and leaders were made. Students were confident and enjoyed how collaborating across the world with their partner school made them feel like together they can create a message to the world for all to see. Students even shared this message in class with other students and within the community by reaching out and being on the radio, local TV and the local newspaper.</p>
<p>Expression ability (in words, in pictures)</p>	<p>5</p>	<p>Students worked on the visuals and liked the “expressive part”. This is how their message to the world became personal yet collaborated cohesively with their partner school so all personalities and cultures could shine with their message.</p>
<p>Appreciation ability (the mural, the whole collaborative learning)</p>	<p>5</p>	<p>All the students and administration were grateful for this opportunity to be part of this mural project. Everyone would get excited to hear from their partner school. Students would come to class and ask daily. When the mural arrived, we were all so grateful to be part of this international project. Administration was proud of the students work and were impressed by how both schools worked together. When students worked, technology and phones became secondary and creativity took over. It was an amazing thing to see the excitement for learning and the minds work.</p>